THE IDENTITY-BASED HABITS LAWS TO ANALYZE THE STUDENTS'
READING HABITS AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

(A Descriptive Qualitative Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in part fulfillment of the degree of
Education in English Department

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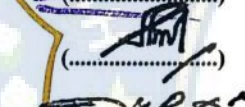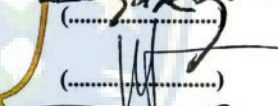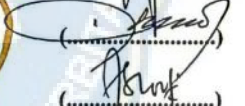
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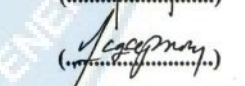**2024**

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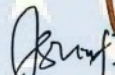
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8 may 2024		- Revise the problem - lanjutkan.	✓
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Day / Date	Chapter	Note	Sign
23 April 2024	I – V	Scope of the Research Finding and Discussions Written Form	
13/05/2024	I – V	Findings and Discussions Abstract Transcript the Data Appendixes	
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4/06/2024	I-V	Abstract Conclusion Appendixes Documentation	
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MOTTO AND DEDICATION

Motto

No matter how dire the situation is, God is always with you every step of the way,

in every corner of your hard moment. Even if in the darkest hours. Trust him like

he always trusts you to pass this chaotic chapter.

-Desy Marianda Arwinda-

Dedication

I dedicated this thesis wholeheartedly to my beloved *mother, Ince Muliati Kusuma Ningsih Daeng Putri*. She taught me a lot about the meaning of life and strength. She shows me that there is ease behind hardship and that Allah will give me the best. Secondly, to my *father, Baharuddin, S. S. Pd.,* who always cares for me and teaches me resilience in every phase of my life. My life would not be better without them.

ABSTRACT

Desy Marianda Arwinda, 2024 The Identity-Based Habits Laws to Analyze The Students' Reading Habits at Universitas Muhammadiyah Makassar (Descriptive Qualitative Research). Under the thesis of English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Makassar. Supervisor: St. Asriati AM. And Ariana.

This research aimed to analyze the students' reading habits through The Identity-Based Habits Laws at Universitas Muhammadiyah Makassar. The data were collected at Universitas Muhammadiyah Makassar. This research used a descriptive qualitative method, and the instruments used an interview.

The finding of this research show that students have diverse reading habits, preferences, and time spent. They prefer apps, textbooks, and various genres. Distractions like cellphone interference and notifications can hinder reading experiences. Consistent reading habits, schedules, and discipline were essential. The result of the interview of this research showed that The Identity-Based Habits Laws at Universitas Muhammadiyah Makassar outlines four key habits to improve students' reading habits: making reading obvious, making reading attractive, making reading easy, and making reading satisfying. These habits involve reducing distractions, engaging in conversations with friends, setting simple goals, and finding books that help overcome life's challenges, focusing on genres like novel, fiction, fantasy, action, crime, dark romance, and self-development.

Keywords: The Identity-Based Habits Laws, Reading Habits, The Students

ABSTRAK

Desy Marianda Arwinda, 2024 Hukum Identitas Berbasis Kebiasaan Untuk Menganalisis Kebiasaan Membaca Mahasiswa di Universitas Muhammadiyah Makassar. (Penelitian Kualitatif Deskriptif). Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dosen Pembimbing: St Asriati AM dan Ariana.

Penelitian ini bertujuan untuk menganalisis kebiasaan membaca mahasiswa melalui *Hukum Identitas Berbasis Kebiasaan* di Universitas Muhammadiyah Makassar. Data dikumpulkan di Universitas Muhammadiyah Makassar. Penelitian ini menggunakan metode kualitatif deskriptif, dan instrumen yang digunakan adalah wawancara.

Temuan dari penelitian ini menunjukkan bahwa mahasiswa memiliki kebiasaan membaca, preferensi, dan waktu yang beragam. Mereka lebih menyukai aplikasi, buku teks, dan berbagai genre. Gangguan seperti gangguan ponsel dan notifikasi dapat menghambat pengalaman membaca. Kebiasaan membaca yang konsisten, jadwal, dan disiplin sangat penting. Hasil wawancara dari penelitian ini menunjukkan bahwa Hukum Identitas Berbasis Kebiasaan di Universitas Muhammadiyah Makassar menguraikan empat kebiasaan utama untuk meningkatkan kebiasaan membaca mahasiswa: membuat membaca menjadi jelas, membuat membaca menjadi menarik, membuat membaca menjadi mudah, dan membuat membaca menjadi memuaskan. Kebiasaan-kebiasaan ini melibatkan pengurangan gangguan, terlibat dalam percakapan dengan teman, menetapkan tujuan sederhana, dan menemukan buku-buku yang membantu mengatasi tantangan hidup, dengan fokus pada genre seperti novel, fiksi, fantasi, aksi, kriminal, roman gelap, dan pengembangan diri.

Kata kunci: Hukum Identitas Berbasis Kebiasaan, Kebiasaan Membaca, Mahasiswa

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All praises to God. The primary, in the name of Allah, profound thanks to his favoring, the researcher was able to accomplish this thesis as one of the requirements for the S1 degree in the English Education Department of the Faculty of Education and Teacher Training at Universitas Muhammadiyah Makassar. Peace and greetings to the Prophet Muhammad SAW who drove us from obscurity to brightness. The researcher realized that numerous people had helped and made impactful suggestions until this thesis was accomplished. The researcher gave high appreciation to her cherishing parents Ince Muliati Ningsih Daeng Putri and Baharuddin, S.Pd. for their endless support and compromises. Therefore, the researcher would like to express her heartfelt thanks to all of the following:

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4. The researcher's supervisors are Dr. St. Asriati AM, S. Pd., M. Hum. and Ariana, S.Pd., M.Pd. who provided guidance, precious advice, and improvement of this thesis.

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CHAPTER 1

INTRODUCTION

A. Background

Research from Poedjiastutie in the International Journal of English Language and Literature as cited in Ningrum (2023) expressed that from a socio-cultural point of view, Indonesian individuals have never acquired reading habits from their predecessors. All data was verbally communicated. Not as it were that, the Indonesian Educational System had not implemented understudies to autonomously looked for data from reading material hence they exclusively depended on their instructors to convey the considered materials. It could be concurred with the primary articulation, but the moment one was still flawed, was it absolutely since Indonesian individuals were fair apathetic, or were there any covered-up variables that played a noteworthy part in this case?

According to Aranditio (2023), UNESCO stated that Indonesia's literacy rate is only 0.1%, which meant that there was only 1 person who diligently read books among 1000 people. In addition, Kelana (2023) pointed out that the Central Statistics Agency (BPS) in 2022 stated that the overall reading level of Indonesian people was at 59.52 with a reading duration of 4-5 hours per week and 4-5 books per quarter. This data was further strengthened by Maulipaksi (2023) in the results of the National Assessment (AN) in 2021, Indonesia was currently experiencing a literacy emergency, namely 1 in 2 students from elementary to high school levels have not yet reached the minimum literacy competency.

The research suggested that reading habits have increased in the digital age compared to the pre-internet era. Indonesian students used the internet mainly for school assignments but rarely engaged in leisure or self-learning reading. Reading habits in Indonesia were lower than in other countries due to the long-standing oral tradition and reading for pleasure was discouraged at a school culture. Sharing stories orally was more common, and reading books independently may lead to bullying, decreasing students' interest in reading. competition from other media forms and lack of opportunity contribute to low reading rates in Indonesia. social media, TV, movie streaming, and online gaming were more visually stimulating than books, requiring less focus. Furthermore, Indonesian schools have limited book availability compared to other developed nations. The creator of a mobile libraries program in Indonesia, Nirwan Ahmad Arsuka highlighted the poor quality of books available to students as a hindrance to promoting reading. He mentioned that government-issued books are uninteresting, overly formal, and poorly written, leading to a negative perception of books among young students. Additionally, foreign books were scarced in Indonesian school libraries, with translated versions only found in specialized and expensive bookstores.

According to the facts above, the researcher was inquisitive to discovered the reading habits of students at Universitas Muhammadiyah Makassar, particularly in the scope of English education. Furthermore, the researcher took an interested in introducing *The Identity-Based Habits Laws* to analyzed students' reading habits at Universitas Muhammadiyah Makassar.

B. Problem Statement

Based on the background of the research above, the researcher proposed a problem statement:

How are the students' reading habits analyzed through *The Identity-Based Habits Laws* at Universitas Muhammadiyah Makassar?

C. Research Objectives

This type of research was targeted toward:

To analyze the students' reading habits through *The Identity-Based Habits Laws* at Universitas Muhammadiyah Makassar.

D. Significance of the Research

This research was expected to provide:

1. Both theoretical and practical contributions especially for English language teaching methodology. Theoretically, it helped the students to identified their odds in reading habits and as a new teaching reference for other researchers.

2. Meanwhile, this research made it easier for students to found the solution to overcame and reinforced their reading habits practically. In other words, *The Identity-Based Habits Laws* could motivate students to became self-reliant readers.

3. Moreover, *The Identity-Based Habits Laws* also lead the teachers to recognized their students' character in reading habits.

4. As one of the step and contribution to advanced the literacy awareness movement, especially in improving reading habits.

E. Scope of the Research

According to related data, this research limited how students' reading habits analyzed through *The Identity-Based Habits Laws* which is aligned with *The Four Laws Of Behavior Change* such as make reading obvious, make reading attractive, make reading easy, and make reading satisfying to five English Education students of Universitas Muhammadiyah Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The researcher took eight related research findings as a relevant foundation for this research.

1. This research reported on a study that investigated the contribution of genre awareness and reading habits towards the development of students' reading comprehension in English. The study involved 68 students who had taken reading courses and were assumed to have developed genre awareness and reading habits. A correlational research design was used with genre awareness and reading habits as predictor variables and reading comprehension as the response variable. Test were used to measure the variables and the data were analyzed using multiple linear regression. The results showed that genre awareness and reading habits partially and significantly contribute to reading comprehension. They also simultaneously contribute to reading comprehension. The study concluded that good genre awareness and reading habits could help students developed good reading comprehension.

2. This study examined the reading habits and reading comprehension of English major student at Van Lang University in Vietnam. A questionnaire was used to collect data on students' reading attitudes, frequency, materials, purposes, and time spent reading. A reading comprehension test was also administered. The result found that students' reading comprehension was

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mediocre and did not meet the expected standards. There was a positive correlation found between reading habits and reading comprehension scores. Students who spent more time reading regularly achieved higher scores.

3. This research examined the reading habits and attitudes of students in the Faculty of Education at Universiti Teknologi Mara (UiTM) Puncak Alam. A questionnaire was distributed to 80 students to investigate their reading habits, preferences, and attitudes. The finding revealed that students have an overall positive attitude towards academic and leisure reading as they read daily or weekly for both purposes. Additionally, digital materials were preferred over printed text due to availability. Reading was strongly connected to academic achievement and contributes significantly to students' careers. Factors influencing reading habits include encouragement from family, teachers, and a connection to academic performance. Students' attitude impacted their habits, with a positive attitude more likely leading to lifelong reading. The recommendation include promoting digital reading material and motivating students through teachers.

4. The study aimed to observe the correlation between students' reading habits and their reading comprehension at SMA Negeri 1 Madang Suku 3 OKV Timur. The study used a questionnaire to measure students' reading habits and a reading comprehension test to measure their reading skills. The population was 64 eleventh grade students and purposive sampling was used to select the sample. Based on the finding, the mean score for reading comprehension was 56.94, which was in the moderate category. Statistical

analysis found a positive correlation coefficient of 0.555 between reading habits and comprehension, indicating a moderate correlation. The results suggested that reading habits influence but do not solely determine comprehension, as other internal and external factors also play a role.

5. This research investigating the English reading habits of students based on three factors: their first language (L1) reading habits, their English (L2) reading proficiency, and their reading attitude. The study collected data through questionnaires from 23 students. It analyzed the data and found that students' English reading habits varied depending on the combination of the three factors. It also found that L2 reading proficiency had the strongest correlation to English reading habit, followed by reading attitude, while L1 reading habit had the weakest correlation. The study concluded that teaching reading skills and strategies was important for developing students' English reading habits.

6. This study examined that transfer of reading attitudes from L1 to English reading habits and the role of English proficiency level. The participants were 273 Turkish University students at beginner (A1) and elementary (A2) English levels. Scales were used to measure L1 reading attitudes, English reading habits, and English reading proficiency. The results showed no significant relationship between A1 learners' L1 attitudes and English habits. For A2 learners, there was a positive but weak relationship between L1 attitudes predicting 10% of English habits. English proficiency had a

moderate positive relationship with English habit for A2 learners, predicting 15% of English habits.

7. This study aimed to improve the reading habits of grade 4 students in Bhutan. The researcher conducted a baseline survey to understand the current reading habits of the students which found that majority of students do not make reading a daily activity and spend less than an hour reading per day. The main sources of reading materials for students were the library and teachers. Lack of interesting reading materials and inadequate books availability were identified as major hindrances to reading. The researcher implemented two intervention showed improved reading habits among students with each students reading a minimum of 8 books.

8. This research discussed a qualitative case study that explored the reading literacy practices of three high-achieving Omani adolescent students. Semi-structured interviews were conducted with the students. The findings revealed four main factors that determined their reading practices: motivation to read, home literacy practices, students' reading rituals, and digital literacy practices. Motivation to read was influenced by interest, school reading activities, and parental encouragement. Home literacy included parental involvement, home libraries, and visits to public libraries. Students' reading rituals included quest for meaning, pre-reading preparation, and preferred reading times. Digital literacy incorporated use of the internet, social media, mobile applications, and other devices.

This had similarities to the research I have conducted but the approaches of the eight studies involved become distinctly different from this one. In previous related research, they focused on the genre awareness and reading habits partially and significantly contributed to reading comprehension, emphasized that students who spent more time reading regularly achieved higher scores, highlighted the influence of encouragement from family and teachers on reading habits, correlated between reading habits and comprehension, indicating that reading habits influence comprehension to some extent, emphasized the importance of teaching reading skills and strategies to improved English reading habits, explored the transfer of reading attitudes from L1 to English reading habits and the role of English proficiency level, identified lack of interested in reading and inadequate availability of books as major hindrances to reading. And finally, identified factors such as motivation to read, home literacy practices, students' reading rituals, and digital literacy practices as influential in their reading habits. The approaches are generally quite different from the research I have conducted. I used *The Identity-Based Habit*s *Laws* to analyze the students' reading habits adapted from *The Four Laws of Behavior Change* theory by James Clear.

B. Some Pertinent Idea

a. Reading

According to Weber (2022), reading was a way of understanding text. It helped us understand by converting symbols and letters into sounds. It also transformed these texts into thoughts that helped us made sense of what we read. Moreover, it was our way of thinking that we discovered the author's

message through the book they wrote. This was the ability to process the meaning of words through various forms of text. We learned to read in school, where we were taught to improved our reading comprehension. Reading comprehension allowed us to understood all the concepts involved in our daily lives in this world. In addition to writing effectively, we must be good at deciphering texts. Reading improved our vocabulary and helped us recognize how to follow instructions correctly.

Furthermore, according to Johnson (2017), the most basic definition of reading was to interpret written symbols and understand print. Such as walking and speaking, and learning to read did not occur all at once, but in stages through continuous exposure to print and reading-related activities. The main purpose of reading was to extract meaning from text. Understanding training and participation includes: pre-reading, while-reading, and post-reading. Pre-reading instruction includes previewing vocabulary, activating background knowledge, asking questions, creating visual images, drawing reasoning, synthesizing, and clarifying. Reading lessons focused on thinking aloud, pausing to change predictions, fine-tuning or refining mental images, and identifying and relating confusion increased. These connections were text-to-self, text-to-world, or text-to-text. Gathering lessons include answering, asking questions, summarizing, speaking, and taking notes.

According to Mendelsohn et al. (2018), reading promoted cognitive development and also supported language, social and emotional development. Using language as a tool, both children and adults could access information

that further enhanced their cognitive development. Reading could improved a person's thinking ability. Some books encouraged us to stop and think about different situations and develop problem-solving skills. Many higher processes took place during reading, which promoted brain development.

According to Smith (2022), academic reading was different from recreational reading. We often didn't read every word, and we read books for a reason, not for fun. A common goal when reading academic documents was probably one of the following: (1) to obtain information (facts, data, etc.), (2) to understand ideas and theories, (3) to understand the author's point of view, and (4) to support (by quoting) our point of view. Many of the texts we read are recommended by course instructors or on our reading list, and it is used to complete assignments such as essays and reports, participate in academic discussions, and give lectures.

b. Reading Habits

Andreani et al. (2021) stated that reading habits as a way for readers to organize their reading and how regularly, how much, and what they read. Assist, reading habits capacities as programmed and oblivious forms that were included in building meaning from content. Such forms didn't require much concentration and consideration so they helped individuals to did activities promptly, as habits could went on whereas individuals thought around or paid consideration to other things. Reading habits were regularly considered in terms of the number of materials being read, the recurrence of reading as well as the normal time spent on reading. Moreover, students'

intrigue in fiction and non-fiction is one of the variables affecting students' reading habits. It enhanced students' lexicon and subsequently offered assistance to them in reading. Understudies with great reading habits could effectively get reading materials as they empowered them to foresee the substance of an entry accurately. Put in another way, if understudies have destitute reading habits, at that point, their reading comprehension would be destitute.

Hence, developing great reading habits was basic for way better reading comprehension. Even though habits were for the most part related to oblivious exercises, they could be created through the redundancy of an action that's exhausted the same way and was well-planned. This implied that when individuals arranged a movement well and did it deliberately, modern designs was shaped inside. In this way, habits, whether great or terrible, remained inside their awareness and were spared in one design in their life. There were six components of reading habits, specifically (1) the recurrence of reading in one's save time, (2) the number of books examined, (3) the time spent on scholastic reading, (4) the time spent on non-academic reading, (5) the inspiration within the family environment as shown by the suggested book obtained by the family, and (6) the inspiration within the scholarly environment. Reading habits were additionally formed by outside components such as culture, learning quality, inclination to conversation, accessibility of curiously electric media, and reading materials.

In a general sense, agreeing with Baba (2020), reading habits alluded to the behavior that passes on the resemblance of a reading of a person's inclination toward reading materials and tastes of reading. Great reading habits were exceptionally required for one's sound mental development because they gave the reader a sense of values which made a difference for them to steadily created the capability to got it rather than condemn. Moreover, for one to achieved common proficiency and solid mental development, reading habits were vital. The intrigue in reading was decided to a noteworthy degree by the sum of reading materials that he studied and the concentration of how much he needed to keep reading. Separated from that, reading speed, familiarity, lexicon, common information, and scholarly accomplishment could be created with great reading habits. It improved scholastic execution. Their thought appeared that nearly all the respondents caught on the significance of reading, be that as it may, the reading habits of the respondents did not reflect the lives of most understudies in colleges and colleges. Additionally, reading habits influenced the scholarly execution of auxiliary school understudies and found that the need for understanding in reading led to debilitation from considering the exterior of the classroom because it was troublesome for understudies to comprehend their content. Consequently, their scholarly execution was influenced. In expansion, a relationship did exist between essential reading education and understudy scholarly victory.

The development of reading habits did not as it were happen within the classroom or at home but also within the community. Four variables offered assistance created children's reading habits. To begin with, the impact from parents and companions who appreciate reading. Anybody within the child's social circle played a part in affecting them. Second, the nearness of books at domestic or an engaging library within the community. And another was the impact of instructors. Instructors must be readers as they were part models to all the understudies in school. At long last, school work was closely related to reading the library. Reading habits indicated that the readers turn to books actually and nearly naturally and instructors were mindful of relating school work to the reading library. Without the presence of a utilitarian library, students' reading habits could be influenced. The respondents in his consider uncovered that the need for reading materials in their school library influenced their reading habits. In expansion to that, the need for a well-equipped school library and an educator curator made it harder for the understudies to completely make utilized of the library. The library was one of the assets that could fortify and create the reading intrigue of the understudies and it played an imperative part in advancing reading. Interests, the reading habits of people in this computerized period, particularly youthful adults have changed. It was found that they are investing more time in reading electronic materials compared to printed materials. Most of the understudies who enjoy reading were from urban ranges as they have got open libraries and superior offices, particularly the Web.

c. The Indicator of Reading Habits

Adjusted to Sartika et al. (2020) An individual who incorporated reading habits was that the individual had ended up acclimating to forms for a long time in his life continuously employing a portion of his time to reading. To degree reading habits from understudies, pointers were required to show that somebody had great reading habits or bad habits and versa. Several indicators of reading habits such as:

1. Frequency of visiting the library

    The frequency of visiting libraries can vary greatly depending on several factors, including:

    a. **Age:** Students, especially those in research-intensive fields, visit libraries more frequently.

    b. **Occupation:** People in research-oriented professions like scientists, writers, and teachers were more likely to use libraries regularly.

    c. **Purpose of visit:** Someone required a specific book for a project might be made a targeted trip to the library.

    d. **Availability of ebooks and audiobooks:** The rise of digital reading had somewhat impacted libraries.

    There was no single answer to how often people visit libraries, but some studies suggested some trends. Studies have shown that library visits can

range from almost daily to a few times a month, with a significant portion of users visiting at least once a week.

2. Frequency of Reading

The capacity to read somebody was generally decided by the level of recurrence to be examined. The recurrence of reading was the level of recurrence of an individual in carrying out reading exercises. This implied, that the more regularly and more time for reading exercises, the more likely the higher the level of capacity and the less demanding it was to got the substance of the reading. The level of reading recurrence created reading habits. Understudies who have high reading habits have higher information and involvement when compared to understudies who have fewer reading habits. There haven't been definitive studies on the exact reading frequency for the general population. However, Some studies categorized reading frequency as daily, several times a week, a few times a month, or rarely. Surveys suggest a significant portion of the population reads at least a few times a month, with a smaller percentage reading daily.

3. Duration to read

Duration of time went through by respondents while reading a book. Everybody incorporated a distinctive working time and free time than others. Subsequently, each reader was anticipated to alter the reading time appropriately without disturbing other exercises. The victory of reading was not because of the length but the viability and productivity. It was way better for a while but often and ceaselessly, than for a long time but as it

were once. To make reading habits we must examine books in a taught way, both reading books and the length of reading books. The Permendikbud arrangement applied directions one of the students' obligations was reading for 15 minutes sometime recently during the educating and learning preparation. Length of reading each day 30 minutes until 2 hours.

D. The Identity-Based Habits Laws

As Clear (2024) once wrote in "Atomic Habits" book, there were two reasons why changing our habits was challenging. First, we tend to change the incorrect thing, and second, we make mistakes to transform that habit. When it came to creating new habits, it meant creating 1 percent of improvement systems. One better or worse than anyone else was not a big deal. Each level of change was worth it in its way. The main problem was how the direction changed. Some people start the process of creating new habits by focusing on what they wish to achieve. This referred to outcome-based habits or considered another alternative such as *The Identity-Based Habits*.

The Latin word *essentitas* was an original word from *identity* which meant *being* and the word *identidem* meant repeatedly because our identity was our *"repeated beingness"*. Moreover, our belief was composed of our self, including those experiences. We were not born with default beliefs and this was the reason why identity could emerge out of our habits.

Besides, habits were mental pathways learned from experience. In a sense, a habit was part of the memory of the pace we previously followed to tackle a problem in the past. Whenever the fettles are right, we visualize this memory and adjust similar solutions autonomously. The main reason the brain recollected the past was to better predict the work upcoming.

According to Perisetla (2021), identity-based habits were related to how identity changed led to changed in our habits. Identity-based habits aim to changed our beliefs about ourselves, the world around us, and our assessments of ourselves and others. The results were what we got, processes were what we did, and identities were what we believed in. Through *The Identity-Based Habits*, we began by focusing on who we wanted to be. The main idea of this approach was that behind every action system lied a belief system. Most of us set goals and determine what actions to take to achieved those goals without regard to the beliefs that drove our actions. But we never changed the beliefs behind a series of actions. It was hard to changed our habits if we never changed the underlying beliefs that led to our past behavior. We had a new goal and a new plan, but we didn't change who we were.

The final form of intrinsic motivation was when a habit became part of our identity. The prouder we were of a particular aspect of our identity, the more motivated we were to maintain habits associated with it. The real change in behavior was a change in identity. We may started a

habit out of motivation, but the only reason we sticked to a routine was because it became part of our identity. Habit formation is a double-edged sword – as we strive for our identity, change could be a powerful motivator for self-improvement. When we told ourselves a story over the years, it was easy to fell into these mental ruts and accepted them as fact. We all behave in ways that were consistent with our beliefs because there was an internal pressure to maintain our self-image. We found ways to avoided conflict with ourselves. The more closely our thoughts or actions were tied to our identity, the harder it was to changed. Becoming the best version of ourselves required us to constantly changed our beliefs, and update and expand our identity.

Every action we took was driven by the fundamental belief that it was possible. If we changed our identity, what kind of person did we thought we were? Then it was easier to modify our actions. The reason it was hard for us to maintain new habits was that we often tried to achieved goals based on performance or appearance without changing our identities. Most of the time, we tried to got results before proving to ourselves that we had the traits of the type of person we wanted to be. It should be the opposite. Here are a few steps to get started with *The Identity-Based Habits Laws.*

In his most recent book, Atomic Habits, James Clear laid out a basic four-step system for creating better habits. He alluded to those steps

as *The Four Laws of Behavior Change* and shared straightforward ways to utilize these laws to induce the habit of reading more books.

A. The First Law: Make Reading Obvious

       Numerous of our habits and behaviors were responses to the prompts that filled our outside environment. When we ate a cookie, we saw a plate of them sitting on the counter. When we played video games the controller was sitting in the center of the living room floor. The good news was we utilized this inclination to our advantage by making more self-evident the signals that started our reading habits.

1. After we made our bed each morning, put a book on our pad. Include this small step to our morning schedule: Woke up—made the bed—place the book on the pad. Usually a straightforward way to prime our environment for future reading. Once we crawled into bed at night, there was a book holding up for us in a self-evident area, reminding us to read some pages.

2. Move reading apps like Audible, Kindle, or Pocket to the home screen on our phone. It's not just the physical environment that prompts our habits, but the computerized spaces we occupy. Attempted this for a couple of weeks: move all the social media, diversions, and other diversions off our home screen and put them in a file in several swipes absent. Then, moved any reading apps to the foremost self-evident area on the screen. Presently we incited to read more at whatever pointed we open our phone.

3. Find a cozy space to read. Habits were all approximately affiliations. In numerous cases, our behavior wass tied to a specific setting or

circumstance. For illustration, in our brain, the sofa could be related to the habit of watching Netflix. In case we attempted to read while sitting on the sofa, we might normally feel ourselves floating toward the inaccessible control. It was what we normally did in that area. We offered assistance to diminished these diversions by making a cozy space or area that was as it were for reading. Maybe we assigned a reading chair within the corner of the room or selected a coffee shop close to work where we turned off our phone sometime recently we walked in as if were reading a book while we were there. The more we rehashed the habit of reading (and nothing else) in a single space, the more we were conditioned to act a certain way in that specific space.

B. The Second Law: Make Reading Attractive

Habits were more likely to happened when they appeared alluring. There were a couple of ways to extend the allured of reading books:

1. Have a conversation about books with our friends. It sounded straightforward, but in case we have companions who like to read, it got to be more appealing to read more ourselves. One of the most noteworthy human desires was to belong to the tribe. In case reading books made a difference we fitted in along with our companions, at that point building a reading habit was exceptionally alluring.

2. Begin a book club. There was a key line from Atomic Habits that joined a gathering where our craved behavior was the typical behavior. The propensities of the individuals around us appeared normal. Gratefully, we

impacted whom we were encompassed by based on what bunches we selected to make or connect. In case we connected a book club (or began our claim), we normally were around individuals who spent time reading books. Once we spent time around people who were regular readers, our reading habits got to be more appealing to us as well.

C. The Third Law: Make Reading Easy

One of the key parts of our logic on building unused propensities was to created our new habits as simple as conceivable. We need new habits to be helpful and frictionless.

1. Read one page each day. The quickest way to make reading easy was to set a simple target. Numerous individuals got wrapped up in enormous objectives like "read one book each week" or "finish 30 books per year," but it was more effective to center on the starting of the habits instead of the outcome. We need to optimize for the beginning line and make it simple to induce going each day. As a result, It was recommended to create reading habits of one page each day. In numerous days, we examined more. But on the insane days, just focus on getting our one page completed.

2. Reading at the start of our day. Timing could be a pivotal calculation for making habits simple. Diverse times of the day tend to carry diverse duties, and we need to be beyond doubt we were inquiring ourselves to stay in a reading habit at a time after we have the time and vitality. For numerous individuals, reading in the morning was a perfect approach. The

longer the day went on, the more likely it got to be that other duties crawled into your day. Read some time recently our inbox began flooding. Read before we were inquired to assist with somebody else's motivation.

3. Attempted audiobooks. It could be difficult to stayed with a reading habit if we feel like we were continuously hauling a book around with us. Furthermore, there were numerous times when we weren't truly in a position to read. Audiobooks fathom both issues. By tuning in to audiobooks, we kept our hands free and discovered a way to fit reading into other parts of our day: cooking supper, strolling around the stop, commuting to work, and more. Abruptly, reading got to be more simple to fit in amid little chunks of time all through the day.

D. The Fourth Law: Make Reading Satisfying

In the brief explanation, we have talked about an assortment of ways to make it less demanding to begin a reading habit. But we also have to discuss how to stay with a reading habit over the long run. To do that, we just have to discover reading pleasant and fulfilling.

1. Read what energized you. Do not stress about reading what other individuals said we ought to examine. If we were excited to read the romance genre, just read it. If we were excited to read Harry Potter all day on rehashed, just kept it going. If we were getting a charge out of a book—no matter the topic—we discovered the involvement fulfilling and have a reason to read once more in the future.

2. Read what was valuable for you. Another alternative was to center on reading books that have a prompt effect on your life. Everybody was confronting issues and challenges all through life. If the book could assist you in illuminating those problems or empower you to attain your objectives, you normally be more fulfilled with it.

E. Theoretical Framework

According to Hassan (2023), a theoretical framework referred to a set of concepts, theories, ideas, and assumptions that served as the foundation for understanding a particular phenomenon or problem. In research, a theoretical framework explained the relationships between different variables, identified gaps in existing knowledge, and guided the development of research questions, hypotheses, and methods. It helped to contextualize research into a broader theoretical perspective and can be used to guide the interpretation of findings and formulate recommendations.

English Education Students' at Universitas Muhammadiyah Makassar

The Identity-Based Habits Laws

The Four Laws of Behavior From James Clear (Atomic Habits Book)

Analysis of English Education Students' Reading Habits through *The Identity-Based Habits Laws adapted* by The Four Laws of Behavior Change
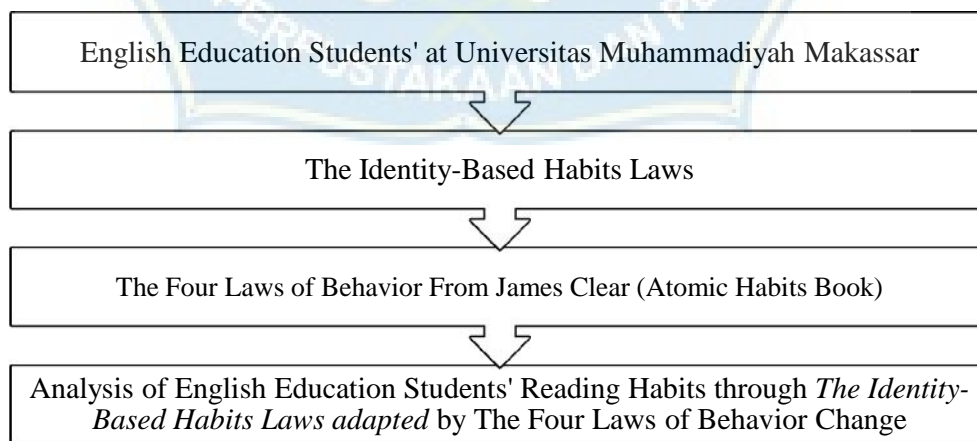
Figure 2. 1 Theoretical Framework

As a beginning, the researcher began to gather and include five English Education Students at Universitas Muhammadiyah Makassar who were interviewed. Then, the researcher introduced what *The Identity-Based Habits Laws* were. In addition, the researcher focused on gathering the English Education students' reading habits according to *The Four Laws of Behavior*. Finally, the output of this research performed the result of reading habits analysis from English Education Students at Universitas Muhammadiyah Makassar
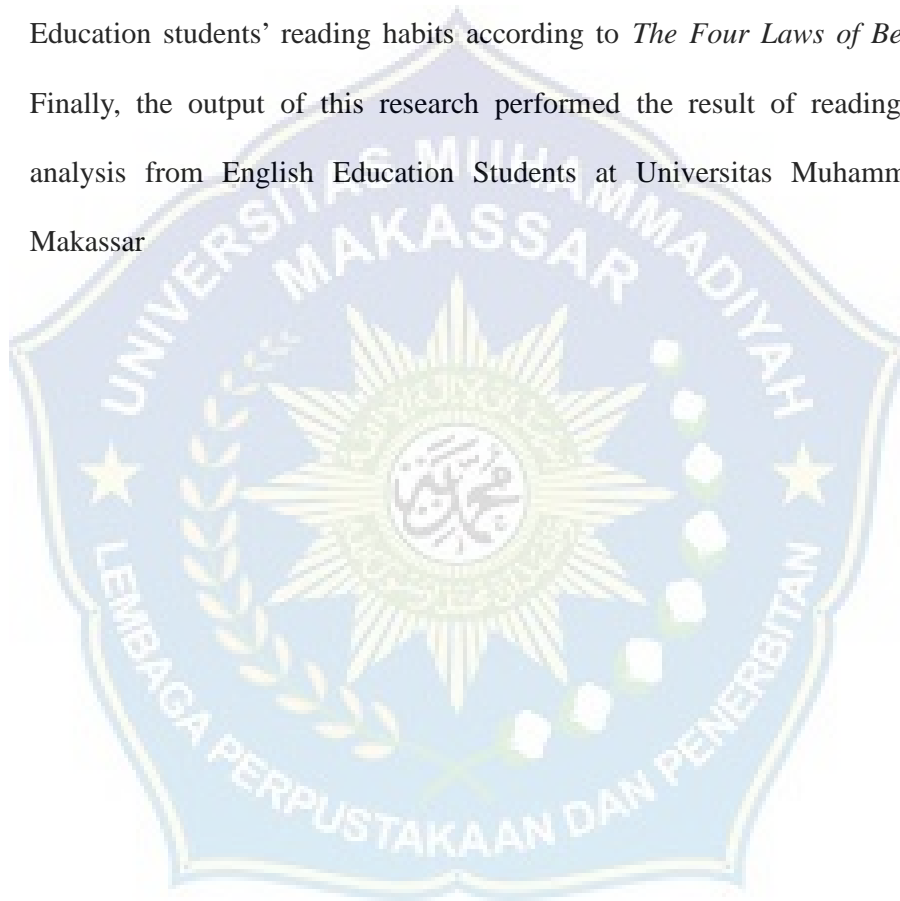
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Jansen (2023), research design refers to the overall plan, structure, or strategy that guides a research project from conception to final data analysis. An effective study design served as a blueprint for how the researcher, collected and analyzed data while ensuring consistency, reliability, and validity throughout the research. In this research, the researcher applied *a descriptive qualitative* method to analyze the reading habits of the students at Universitas Muhammadiyah Makassar.

B. Subject of the Research

The subjects in this research were five English Education Students at Universitas Muhammadiyah Makassar from any class. The researcher had criteria that the subjects of this research were five students who were interested in books, the literacy field, and attractive liked reading activity. They were capably researched because that kind of hobby required to have good reading habits as well.

C. Instrument of the Research

According to DiscoverPhDs (2020), the term research instrument refers to any tool we use to collect data, measure data, and analyze data related to our research topic. The choice of specific research tools was decided by the researcher. It was

related to the actual methods used in the particular research. The researcher aimed to conduct a reading habits analysis. The instrument of this research consists of 16 interview questions adapted from *The Four Laws of Behavior Change* theory by James Clear. It provided simple steps for applying them to encourage reading habits.

D. Procedure of Data Collection

In this research, the researcher conducted semi-structured interviews to assemble more precise and solid information. The researcher made the schedule for conducting semi-structured interviews because it was efficient and more flexible for the respondents. The researcher asked the respondent permission to take an interview. If the respondents agreed to be interviewed, the researcher made an appointment with the respondent through WhatsApp chat and sent a document file containing a list of interview questions to the students. The researcher arranged one-on-one interviews in the library with the students and gave them 16 questions to answer.

E. Data Analysis

As cited in Sari (2022), there were four steps in analyzing interview data, namely data transcription, data reduction, data display, and data verification. At some point late in analyzing the data, the researcher entered the information interpretation consisting of a translation between shapes of data. Inside the social sciences, this most commonly comprises changing sound recordings of interviews or talking to substance organizations.

The steps in data analysis were as follows:

(1) Data Reduction

The discoveries were analyzed, and the researcher decided the critical things. At that point, the researcher summarized the investigative information, and all the information was assembled so that a picture was taken after the condition within the field.

(2) Data Display

After the information was diminished, the other step was to show the information. In this step, the discoveries were depicted in a systemic frame. In this manner, it was simple to analyze. The information was displayed inside the organization.

(3) Data Verification

The information obtained was the result of different past forms. The result was clear, and unmistakable and produced unused discoveries that have never existed some time recently.

(4) Conclusion Drawing

The ultimate step incorporated concluding. This step presented the ultimate discoveries of the thought. It incorporated a conclusion and confirmation. The researcher drew the data-related conclusion and translation.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter comprised two segments, the findings of the research and the discussion of the research findings based on the interview results through *The Identity-Based Habits Laws*.

A. Findings

These findings include data on students' reading habits using *The Identity-Based Habits Laws*.

1. The First Law : Make Reading Obvious

Table R1 (The First Law: Make Reading Obvious)

R1	How many times did you visit the library in a week?
S_1	**(Rarely)** Visit the library depending on when require motivation, or seek out for something within the library for task, or anything.
S_2	**(Never)** Never visit the library amid the week on campus. But there is a private library at home.
S_3	**Never**
S_4	**(Every two weeks)** Well, it can be once every two weeks to visit a library. That's probably if there's an opportunity, it's about every two weeks.
S_5	**(Once a week)** Going to the library possibly once a week. In one month a maximum of four times or usually three times.

Based on the outcome of R1, students exhibited diverse library visitation frequencies. Each student had unique time constraints and requirements for

visiting the campus library, ranging from rarely to never, every two weeks, and once a week. Interestingly, one student never visited the campus library, but they maintained a private library at their home.

Table R2 (The First Law: Make Reading Obvious)

R2	How did you feel when you read at the library? Which was more enjoyable for you, reading at home or the library?
S1	**(Relax in the Library)** The student felt more relaxed and didn't have to focused on books. The student felt something better around many people and reduced their boredom.
S2	**(Distracted in the Library)** The student felt more comfortable reading in a private library because the student was distracted from other visitors if reading in a public library.
S3	**(Better at Home)** The student prefers reading at home to a library because the student felt better when no one around.
S4	**(Comfortable at Home)** The student felt more comfortable reading at home than in a library because the student could listened to their favorite song while reading a book.
S5	**(Focus at Home)** The student was an introverted person, so they felt more focused reading at home so they sought a quiet atmosphere without other people.

Based on the outcome of R2, students demonstrated distinct tendencies regarding their reading habits at both the library and home. While some students felt relaxed at the library, others were distracted, and a few reported better reading experiences at home, where they felt comfortable. Additionally, one student noted that they were able to focus more effectively at home.

Table R3 (The First Law: Make Reading Obvious)

R3	Did you have some reading apps installed on your smartphone? What were the reasons that attracted you to chose those apps?
S_1	(Wattpad, because it was motivating, interesting, and enthusiastic to read novels and comics) The student installed the Wattpad app on their smartphone. It made them felt motivated, interested, and enthusiastic to read their favorite genre, novels, and comics.
S_2	(Google Playbooks, because it had complete digital book collections) The student installed the Google Playbooks app on their smartphone to found more book collections.
S_3	(Wattpad, because it was had various book genres) The student decided to installed the Wattpad app on their smartphone to read more book genres.
S_4	(MidiLib, because it was affordable to found references) The student chose to installed the MidiLib app because it was helpful for them to found more references.
S_5	(Blinkist, because it was helpful to learn English) The student installed the Blinkist app to help them learned new vocabularies in English, help them to knew how to pronounce that vocabularies, and it had trained their listening skills.

Based on the result of R3, the students have their preferences about reading apps.

Such as Wattpad, Google Playbooks, MidiLib, and Blinkist. They have attractive

reasons to use those applications. It could be motivating, interesting, enthusiastic,

complete book collections, various book genres, affordable, and it was helpful to

learn English vocabulary.

Table R4 (The First Law: Make Reading Obvious)

R4	What distractions most often hold you back from reading a book?
S_1	(Cellphone Interference) The student unfocused to read a book when a cellphone notification sounded.
S_2	(Gaming and Hangout with Friends) The student is distracted with gaming or meeting with their friends.

	It reduced their time while reading a book.
S₃	**(Intention)** The student was distracted with their intention while reading a book. Sometimes they are confused with their mood.
S₄	**(Disruption from Family and Friends)** The students got annoyed if their family or friends called them while reading a book at home because it broke their concentration.
S₅	**(Noisy, Smartphone notifications, and self-motivation)** The student is distracted by noise from people outside, the notification on their smartphone, and their self-motivation

Based on the result R4, there are a lot of distractions that annoyed the students. The distractions may be cellphone interference, gaming and hanging out with friends, intention, disruption from family and friends, noise, smartphone notifications, and self-motivation.

2. The Second Law: Make Reading Attractive

Table R5 (The Second Law: Make Reading Attractive)

R5	**Did you ever join a book club? If you did, what impact did you feel, and if you never joined at all what kind of reason made you stay in that decision?**
S₁	**(Never joined)** The students had never joined the book club because they didn't get any information about the book club.
S₂	**(Joined)** The student joined a book club namely Book Discussion with their friend from another university. It was useful for students because they could find new insights from different book genres.
S₃	**(Never joined)** The student felt comfortable reading a book alone rather than around a lot of people.
S₄	**(Never joined)** The student never joined in any book club but they had participated in the language ambassador program to prioritize literacy.
S₅	**(Joined)** The student joined an online book club last year. The members of the book club come from various provinces in Indonesia. but the student ended up realizing that joining online book clubs was not efficient

	for their reading habits.

Based on the result of R5, most of the students never joined the book club because they found it more comfortable to read alone rather than read a book around numerous people.

Table R6 (The Second Law: Make Reading Attractive)

R6	Did you have a companion who loved reading books?
S1	The student has a friend who often collects novels.
S2	The student has some friends who love to attend book seminars and love to come to Gramedia.
S3	The students have many friends who like to read books but they never gather with each other to talk about books.
S4	The student has a niece as her companion to read more books.
S5	The student has lots of friends who love to share about self-development books.

Based on the result of R6, the whole students have numerous friends who love to read books. They often collect novels, attend book seminars, visit Gramedia, and share recommendation books.

Table R7 (The Second Law: Make Reading Attractive)

R7	Did you regularly have book discussions together?
S1	(Rarely) The student didn't have regular discussions with her companion because their book genre often changed.
S2	(Regularly) The students routinely talk about books in the coffee shop at night.
S3	**(Regularly)** The student often hangs out with her friends and suggests good books to each other.
S4	**(Regularly)** The student and her friends have their own busy lives, so they might meet once a month. They discuss about book and its content while

	meeting each other.
S₅	**(Regularly)** The student was quite routine to discuss through telephone with their friend about books and podcasts they have heard.

Based on the result of R7, most of the students regularly have book discussions together with their friends. Only one of them rarely has book discussions because the student can't handle the situation when the book genre is changed.

Table R8 (The Second Law: Make Reading Attractive)

R8	How important was a book club to stimulate your reading habit?
S₁	**(Important to create a sense of continuous learning)** The student thought that book club was important to create a sense of continuous learning because students were close to many distractions and sometimes too lazy to read.
S₂	**(Important with a range 8 out of 10)** The student said that book club was very important, he put it in a range, of probably 8 out of 10.
S₃	**(Have No Idea)** The student said that she didn't have any idea about how important the book club was to stimulate reading habits because she had never done it before.
S₄	**(Important to motivate to read more and increase a broader insight)** The student thought that book club was very helpful in motivating us to love reading more or to make reading books a habit. It also increased our knowledge and our public speaking skills. Reading a lot of books might help us have a broader insight. So that was why book club was important for people especially those who were lazy to read.
S₅	**(Important but less efficient)** The student said that book club was very important to stimulate reading habits because we could get positive motivation from other readers. But personally, the student felt less efficient because the student had a quite hectic routine, so they chose to read from their smartphone through the Blinkist app.

Based on the result of R8, most of the students agreed that book club was important to stimulate their reading habits. They said book club was important to

create a sense of continuous learning, important with a range of 8 out of 10, important to motivate to read more, and increased a broader insight. One of the students said that they didn't have any idea about how important the book club was to stimulate reading habits and another one said that it was important but less efficient for them because they had a busy life to join the book club.

3. **The Third Law: Make Reading Easy**

Table R9 (The Third Law: Make Reading Easy)

R9	How many books did you read in a week?
S_1	**(Rarely read books in a week)** The student rarely read books in a book except about her subject that related to her course.
S_2	**(One book in a month not in a week)** The student had target to read one book in a month in a week.
S_3	**(Three books in a week)** The student read three books in a week.
S_4	(One book in a month not in a week) The student finished a book in one month because she had a lot of activities.
S_5	**(Half book in a week)** The student only read half a book, not quite one book in a week.

Based on the result of R9, the students have different amounts of books they have read in a week. There rarely read a book in a week, one book in a month not in a week, the other student has read three books in a week, another one has read one book in a month not in a week, and the last student only read half book in a week.

Table R10 (The Third Law: Make Reading Easy)

R10	How long did you spend on each book?
S$_1$	**(Two hours)** The student spent two hours on each book.
S$_2$	**(Depending on the book genre, if it was novel the time spent two days. And if it was the theoretical book, it took a week or a month)** The student spent one or two days reading a novel but if it was a theoretical book, it spent two weeks or up to one month.
S$_3$	**(5 hours)** The student spent five hours to finished one book.
S$_4$	**(1-2 hours)** The student spent one until two hours to finish one book.
S$_5$	**(20 minutes)** The student spent 20 minutes to read a book.

Based on the result of R10, each student had a different time spent when reading a book. It was two hours, two days, a week, a month, five hours, and twenty minutes.

Table R11 (The Third Law: Make Reading Easy)

R11	Did you have a specific target for reading books? (For example *"read one book each week"*)
S$_1$	**(Wishlist to buy a book)** The student had a wishlist to buy a book. She didn't have a target to read that book.
S$_2$	**(A book in a month or at least learned the lesson from that book)** The student has a target to finish a book this month or at least she has learned the lesson from that book.
S$_3$	**(Didn't have a target)** The student didn't have a target, it depended on her time.
S$_4$	**(One topic in a week or one topic in two weeks)** The student had a specific target, one topic in a week or one topic in two weeks.
S$_5$	**(20 pages in a day)** The student has to read 20 pages in a day as a specific target to read a book

Based on the result of R11, the students have different targets for each other. One of them still has a wishlist to buy a book. The other one was targeting a book in a month or at least learning the lesson from that book. Another student didn't really have any target to read a book. Also, there was a student who had the specific target to read a book such as one topic in a week or one topic in two weeks and the last student had to read 20 pages as a target in a day.

Table R12 (The Third Law: Make Reading Easy)

R12	Which medium was more effective in improving your reading habits, audiobooks or textbooks?
S_1	**(Textbooks)** The students prefer textbooks to audiobooks because they feel better when reading in textbooks.
S_2	**(Textbooks)** The students prefer textbooks.
S_3	**(Audiobooks)** The students prefer audiobooks and digital books because it was easier and more practical for them to read.
S_4	**(Textbooks)** The students are less comfortable with audiobooks, so they preferred to read directly from textbooks.
S_5	**(Textbooks and Audiobooks)** The students thought that both mediums were effective for them. They liked something new and disliked something monotonous. So they chose to make it balanced.

Based on the result of R12, most of the students chose textbooks as an effective medium to improve their reading habits. Only one of the student chose audiobooks and the other one preferred both mediums, textbooks, and audiobooks to make their reading habits more effective.

4. The Fourth Law: Make Reading Satisfying

Table R13 (The Second Law: Make Reading Satisfying)

R13	What genre of book energized you?
S$_1$	**(Novel)** The students liked the novel because it provided a lot of motivation for them to inspire them to be more useful for themselves.
S$_2$	**(Fiction)** The student chose the fiction genre which consisted of adventure, fighting, and detective.
S$_3$	**(Fantasy, Action, Crime, and Dark Romance)** The student chose fantasy, action, crime, and then dark romance as their book genre that energizes them.
S$_4$	**(Self-Development)** The students chose a self-development book genre that excited them. That genre helps them to build a good character, deal with the situations that make them calm to face any situation, and increase their values.
S$_5$	**(Self-Development)** The student got excited to read the self-development book. The students got interested because it gave positive energy to them. The student believed that whatever they read, will usually become a positive affirmation for their life.

Based on the result of R13, the students have a few kinds of book genres that energize them. It included novel, fiction, fantasy, action, crime, dark romance, and self-development.

Table R14 (The Fourth Law: Make Reading Satisfying)

R14	What books were valuable or had a big impact on influencing your life?
S$_1$	**(All Books Were Valuable)** The student thought that all books were valuable and depended on how we interpreted the book.
S$_2$	**(Tere Liye and Andrea Hirata's Book)** The student recommended three books. They were *"Tentang Kamu"* by Tere Liye, *"Padang Bulan"* by Andrea Hirata, and *"Cinta Dalam Gelas"* by Andrea Hirata.
S$_3$	**(Forgot The Title of the Book)** The students wondered about the title of the book they had read.

S4	**(The Bible)** The student said that the most impactful book for them is the bible. They could apply the lesson to their daily life.
S5	**(Ahmad Rifai Rif'an's book)** The student's favorite book was "Hidup Sekali Berarti Lalu Mati" by Ahmad Rifai Rif'an. It made the student more disciplined with their future goals and consistent to be more productive.

Based on the result of R13, the student had a different book recommendation according to how big the impact influenced their lives. There was a student who thought that all books were valuable, the other said that they loved Tere Liye's book, Andrea Hirata's book, and Ahmad Rifai Rif'an's book. Also, a student forgot the title of the book they had read but still left a big impression on them. And the last student told the researcher that the bible was the most impactful book for their life.

Table R15 (The Fourth Law: Make Reading Satisfying)

R15	**How did you overcome your laziness in reading books?**
S1	**(Find a Comfortable Place and Interesting Book)** The student found a comfortable place to read books and chose interesting books to read to overcome their laziness to read books.
S2	**(Read a Few Pages of the Book to Avoid Stagnancy)** The student has to read a few pages to avoid their boredom if didn't read books and to avoid knowledge stagnancy.
S3	**(Just Read On)** The students didn't know how to overcome laziness, they just read whenever they wanted to read.
S4	**(Book Selection)** The student chose books according to their interests to reduce the laziness of reading books.
S5	**(Create a Fun Atmosphere for Reading)** The student made the atmosphere of reading books more fun such as listening to their favorite music and eating their favorite snacks while reading books to prevent laziness to read books.

Based on the result of R15, every student had a unique way of overcoming laziness in reading books such as finding a comfortable place and an interesting book, reading a few pages of the book to avoid stagnancy, just reading on, book selection, and create a fun atmosphere for reading books.

Table R16 (The Fourth Law: Make Reading Satisfying)

R16	How did you maintain the consistency of the reading habits you have created?
S_1	**(Create a Schedule)** The student creates a schedule first to maintain the consistency of their reading habits.
S_2	**(Carry Book Everywhere)** The student always kept one book in their bag everywhere to maintain their consistency in reading habits.
S_3	**(Reading Notification)** The student activated the notification from their reading app to make them curious about the story updated from what they have read. And the student did it regularly to maintain their consistency in reading books.
S_4	**(Create an Alarm or Reminder)** The student created an alarm to build their reading consistency. They set an alarm as a reminder to keep their reading schedule on track.
S_5	**(Discipline with Yourself)** The student said that maintaining their reading consistency is by being disciplined with themselves. They also didn't get distracted easily but did the things they targeted.

Based on the result of R16, the students have various ways to maintain the consistency of the reading habits they have created. Those are creating a schedule, carrying books everywhere, reading notifications, creating an alarm or reminder, and disciplining ourselves.

Overall, the study reveals that students have varying reading habits, preferences, and time spent on reading. Some prefer apps like Wattpad, Google Playbooks, MidiLib, and Blinkist, while others prefer reading alone. Distractions

like cellphone interference and smartphone notifications can hinder reading experiences. Most students prefer textbooks for improving reading habits, but some find them less efficient due to their busy lives. Students' book genres include novels, fiction, fantasy, action, crime, dark romance, and self-development. The students maintain consistent reading habits, students create schedules, carry books, use notifications, and discipline themselves.

B. Discussion

In this section, the research discusses finding the students' reading habits analyzed through *The Identity-Based Habits Laws* at Universitas Muhammadiyah Makassar according to the semi-structured interviews. As cited in Clear (2018) our environment often influences our habits and behaviors, such as the presence of a book on our bed, moving reading apps to our home screen, and finding a cozy space to read. These habits are often tied to specific settings or circumstances, such as a sofa or a specific setting like a coffee shop. By making these signals more self-evident, we can improve our reading habits and reduce distractions. By incorporating these habits into our daily routines, we can create a more conducive environment for reading, reducing the distractions that may distract us from our reading habits. Focusing on these habits can create a more conducive environment for reading and overall reading habits.

In line with Sartika et al. (2020), the students have different frequency and requirements for library visits, with some preferring reading apps like Wattpad, Google Playbooks, MidiLib, and Blinkist due to their motivation, interest, and

affordability. However, distractions like cellphone interference, gaming, noise, and smartphone notifications can cause disturbances and hinder the students' reading experience.

As Clear (2018) said, increasing reading habits, and engaging in conversations about books with friends who enjoy reading, can make reading more appealing. Building a reading habit with friends who share similar interests can also be appealing. Additionally, joining a book club can help connect with people who are regular readers, making reading habits more appealing to them. This law can help build a reading habit.

Most students don't join book clubs due to their preference for reading alone. They have friends who enjoy reading and often participate in book seminars and discussions. Aligned with Johnson (2017), most students believe book clubs stimulate reading habits, create a sense of continuous learning, and increase broader insight. However, some students find joining clubs less efficient due to their busy lives.

Building unused habits, it is essential to create simple and frictionless habits as Andreani (2021) stated to make reading easier, set a simple goal and focus on starting the habit. Reading at the start of the day is crucial, as different times of the day carry different duties. Reading in the morning is often recommended, as it allows time and energy to stay focused. Audiobooks can also help by keeping reading hands-free and allowing it to fit into other parts of the day, such as cooking, walking, and commuting. By focusing on these

simple habits, individuals can create a more effective and efficient reading habit.

Baba (2020) cited that the students have varying reading habits, with some reading more than others, while others read less frequently. They have varying time spent reading and target levels, with some having specific goals or reading goals. Most students prefer textbooks for improving their reading habits, while one student prefers both mediums. The study also revealed that students have different goals and time spent reading, highlighting the importance of reading habits in enhancing learning outcomes.

Aligned with Mendelsohn et al. (2018) statement that when starting a reading habit, focus on what energizes you and what is valuable for you. Avoid reading what others recommend, and focus on books that help you overcome life's challenges. Ultimately, finding what makes reading enjoyable and fulfilling is key to maintaining a reading habit over time. The students' book genres include novel, fiction, fantasy, action, crime, dark romance, and self-development. They have different book recommendations based on their impact on their lives. Students maintain consistent reading habits by creating schedules, carrying books, using notifications, and alarms, and disciplining themselves.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Identity-Based Habits Laws at Universitas Muhammadiyah Makassar reveals four key habits that can improve students' reading habits. The first law is to make reading obvious, which involves making reading habits more self-evident and reducing distractions. Students have varying frequency and requirements for library visits, with some preferring reading apps like Wattpad, Google Playbooks, MidiLib, and Blinkist. The second law is to make reading attractive, which involves engaging in conversations with friends who enjoy reading and joining book clubs. Most students prefer reading alone, but some find joining clubs less efficient due to their busy lives. The third law is to make reading easy, which involves setting simple goals and starting the habit. Students have varying reading habits, with some reading more than others and others reading less frequently. The fourth law is to make reading satisfying, which involves finding books that help overcome life's challenges and focusing on what makes reading enjoyable and fulfilling. Students' book genres include novels, fiction, fantasy, action, crime, dark romance, and self-development.

B. Suggestion

Based on conclusion, the researcher propose some suggestions as takes after:

1. For The Students

   If *licentia poetica* is the basis for poets to freely string their diction into stanzas of poetry, then I hope that *The Identity-Based Habits Laws* can be a reference for students to freely read any book that inspires them without being haunted by the fear of book shaming. I hope that students will be more confident in their own reading rhythm, maintain consistency in reading books, always be passionate about books, and increasingly cultivate the love of reading. Long live the advancement of literacy in Indonesia.

2. For The Upcoming Researcher

   There are some indications of an increase in reading habits in recent years. Efforts are needed from the government, universities and students to improve reading habits and literacy culture in Indonesia. The data is aggregate data and does not reflect the reading habits of all university students in Indonesia. Reading habits may vary depending on individuals, majors and universities. Hopefully this research can be a reference for future research on reading habits.

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Appendix 1

INSTRUMENT OF INTERVIEW

The First Law: Make Reading Obvious

1. **How many times do you visit the library in a week?**

   Berapa kali Anda mengunjungi perpustakaan dalam sepekan?

2. **How do you feel when you read at the library? Which is more enjoyable for you, reading at home or the library?**

   Bagaimana perasaan Anda saat membaca di perpustakaan? Manakah yang lebih menyenangkan bagi Anda, membaca di rumah atau perpustakaan?

3. **Do you have some reading apps installed on your smartphone? What are the reasons that attracted you to choose those apps?**

   Apakah Anda memasang beberapa aplikasi membaca di *smartphone* Anda? Apa alasan yang membuat Anda tertarik memilih aplikasi tersebut?

4. **What distractions most often hold you back from reading a book?**

   Apa distraksi/gangguan yang paling sering menghambat Anda dalam membaca buku?

The Second Law: Make Reading Attractive

5. **Do you ever join a book club? If you do, what impact do you feel, and if you never join at all what kind of reason makes stay in that decision?**

Apakah Anda pernah bergabung dengan klub buku? Jika ya, apa dampak yang Anda rasakan, dan jika tidak pernah bergabung sama sekali, alasan apa yang membuat Anda tetap pada keputusan tersebut?

6. **Do you have a companion who loves reading books?**

Apakah Anda memiliki teman yang juga senang membaca buku?

7. **Do you regularly have book discussions together?**

Apakah kalian rutin melakukan diskusi buku bersama?

8. **How important is a book club to stimulate your reading habit?**

Seberapa penting keberadaan *"book club"* untuk menstimulasi kebiasaan membaca Anda?

The Third Law: Make Reading Easy

9. **How many books do you read in a week?**

Berapa banyak buku yang Anda baca dalam sepekan?

10. **How long do you spend on each book?**

Berapa lama Anda menghabiskan waktu tiap kali membaca buku?

11. **Do you have a specific target for reading books? (For example *"read one book each week"*)**

Apakah Anda memiliki target khusus dalam membaca buku? (Misalnya "*read one book each week*")

12. **Which medium is more effective in improving your reading habits, audiobooks or textbooks?**

Medium manakah yang lebih efektif dalam meningkatkan kebiasaan membaca Anda, *audiobooks* atau *textbooks*?

The Fourth Law: Make Reading Satisfying

13. What genre of book energizes you?

Genre buku apa yang membuat Anda bersemangat?

14. What books are valuable or have a big impact to influence your life?
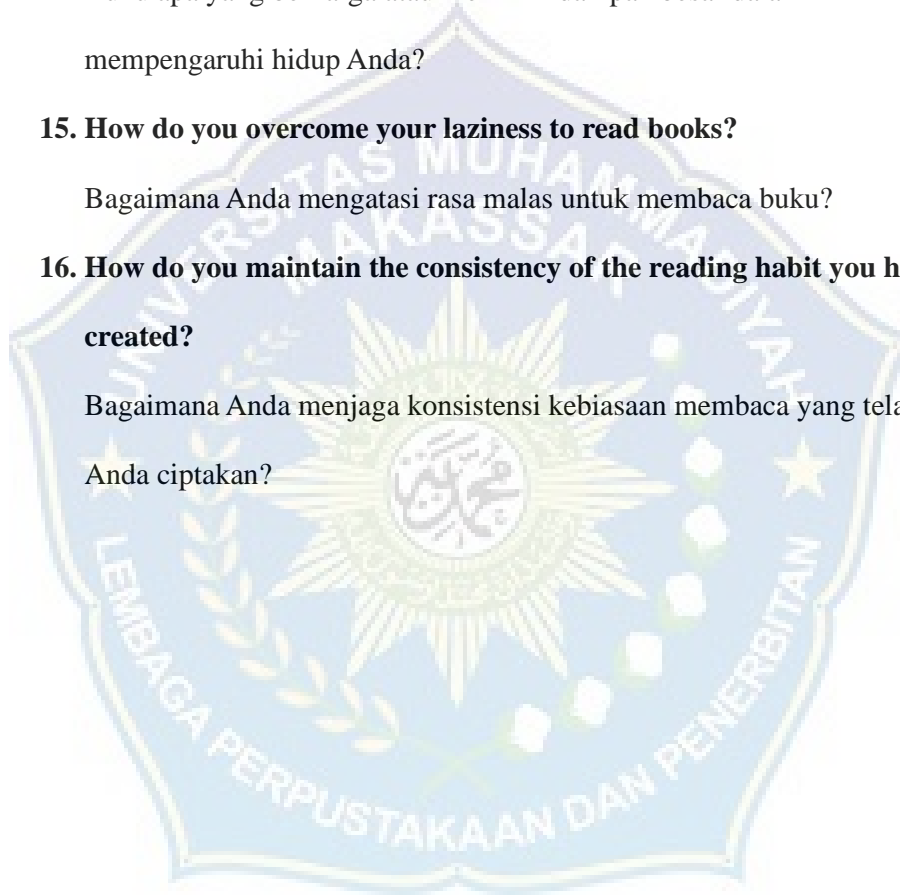
Buku apa yang berharga atau memiliki dampak besar dalam

mempengaruhi hidup Anda?

15. How do you overcome your laziness to read books?

Bagaimana Anda mengatasi rasa malas untuk membaca buku?

16. How do you maintain the consistency of the reading habit you have

created?

Bagaimana Anda menjaga konsistensi kebiasaan membaca yang telah

Anda ciptakan?

Appendix 2

TRANSCRIPT INTERVIEW RESULTS

The First Law: Make Reading Obvious

R: Berapa kali Anda mengunjungi perpustakaan dalam sepekan?

S_1:*"Jadi e...saya itu mengunjungi perpustakaan tergantung ketika saya membutuhkan inspirasi, ataukah saya sedang e... mencari sesuatu di perpus ataukah e...tugas, atau apapun itu".*

S_2: *"Ya, kalau mengunjungi perpustakaan dalam sepekan di kampus, saya tidak pernah. Tapi kalau di rumah saya punya perpustakaan pribadi".*

S_3: *"Tidak pernah".*

S_4: *"Baik, kalau untuk ke perpustakaan itu bisa dua minggu sekali. Itu mungkin ya jika ada kesempatan, ya mungkin itu sekitar dua minggu sekali".*

S_5: *"Kalau saya pribadi untuk mengunjungi perpustakaan itu mungkin dalam sepekan bisa sekali saja sih. Sekali, jadi mungkin dalam satu bulan maksimal empat kali atau biasa tiga kali".*

R: Bagaimana perasaan Anda saat membaca di perpustakaan? Manakah yang lebih menyenangkan bagi Anda, membaca di rumah atau perpustakaan?

S_1: *"Hmm, menurut saya lebih menyenangkan membaca di perpustakaan. Kenapa?E...ketika membaca di perpustakaan itu lebih rileks. Maksudnya itu nggak bosan karena banyak orang lah, maksudnya nggak harus fokus untuk buku saja, tapi kita e... bisa melihat sesuatu yang lebih baik sehingga nggak bosan membaca. Menurutku gitu".*

S_2: *"Secara pribadi membaca di perpustakaan itu nyaman. Tetapi beberapa gangguan mungkin dari pengunjung lain. Dan lebih nyamannya kita membaca itu di perpustakaan pribadi".*

S_3: *"Sebenarnya perpus bagus, tapi membaca di rumah lebih bagus, soalnya nggak ada orang".*

S_4: *"Saya sebenarnya kalau untuk membaca itu lebih nyaman di rumah. Karena kalau di perpustakaan mungkin kadang-kadang ada kayak area dan mungkin ada beberapa banyak orang. biasanya walaupun tidak ribut tapi tetap saya merasa lebih nyaman di rumah. Karena saya bisa melakukan membaca dengan melakukan kegiatan-kegiatan lain. Seperti misalnya mungkin sambil dengar lagu. Tapi kalau di perpustakaan saya mungkin kurang leluasa untuk bisa mendengarkan lagu. Jadi saya lebih memilih ke membaca di rumah".*

S₅: *"Kalau dari segi menyenangkan, membaca di perpustakaan dan di rumah itu sama-sama menyenangkan. Cuman kalau yang lebih menyenangkan bagi saya itu di rumah, apalagi saya tipikal orang yang cukup introvert. Jadi ketika saya berada di rumah, di kamar dan memiliki suasana yang tenang tanpa orang lain, mungkin saya akan lebih fokus membaca. Kemudian kalau di perpustakaan benefitnya adalah banyak referensi buku yang bisa saya baca, yang bisa saya dapatkan. Cuman untuk lebih fokusnya dan lebih menyenangkan bagi saya di rumah. Karena selain bisa membaca, saya bisa rebahan, saya bisa sambil dengar my favorite music, mungkin seperti itu makan cemilan contohnya".*

R: **Apakah Anda memasang beberapa aplikasi membaca di *smartphone* Anda? Apa alasan yang membuat Anda tertarik memilih aplikasi tersebut?**

S₁: *"E... iya saya memasang aplikasi Wattpad. E...sama novel karena saya lebih suka membaca novel tentang apakah itu tentang yang komik, yang menarik bagi saya atau tentang yang menimbulkan motivasi saya untuk semangat belajar".*

S₂: *"Ya, saya punya aplikasi membaca di smartphone yaitu Google Playbook. Alasan saya memilih aplikasi ini karena beberapa koleksi buku saya itu tidak lengkap dan harus melalui via Google Playbook".*

S₃: *"Ya, memasang beberapa aplikasi baca seperti Wattpad. Alasannya buat baca cerita dengan banyak genre dan saya suka genre fantasy".*

S₄: *"Kalau untuk aplikasi saya, aplikasinya mungkin membaca cuman MidiLib. Itu midi library digital. Mungkin cuman itu kalau untuk yang lain tidak ada cuman satu. Dan menurut saya aplikasi pembaca ini sangat-sangat membantu saya. Ketika saya ingin mencari sesuatu bacaan yang sulit saya temukan di perpustakaan. Seperti itu".*

S₅: *"Kebetulan karena sekarang sudah banyak banget aplikasi membaca yang ada di playstore. Salah satunya itu saya pasang aplikasi yang namanya Blinkist. Kenapa Blinkist? Karena aplikasi ini lebih membantu saya untuk membaca dan juga menambah kosa kata baru dalam bahasa Inggris. karena di aplikasi ini menggunakan bahasa Inggris jadi menambah insight saya tentang vocabulary bahasa Inggris dan how to pronounce it. Dan itu melatih my listening skill. Dan banyak buku-buku yang tidak saya dapatkan di luar sana, baik di perpustakaan, tapi saya dapatkan di aplikasi ini, aplikasi Blinkist".*

R : **Apa distraksi/gangguan yang paling sering menghambat Anda dalam membaca buku?**

S₁: *"Yang paling sering sih menurut saya yaitu gangguan handphone sih, karena terkadang ketika lagi fokus membaca tiba-tiba notifikasi HP itu bunyi pasti fokusnya itu beralih lagi ke handphone gitu hambatannya".*

S₂: *"Ya, gangguan itu mungkin aktivitas lain seperti game atau bertemu dengan teman-teman lain sehingga menjadi space untuk membaca buku, sehingga waktu membaca buku itu berkurang atau target kita menghabiskan misal,*

hari itu menjadi 5 hari, itu gangguannya".

S₃: *"Gangguan? Gangguan seperti apa? Niat. Kalau niat membaca, membaca. Kalau ada waktu senggang, membaca. Tapi terkadang juga nggak".*

S₄: *"Gangguan ya, gangguannya itu ketika misalnya mungkin kalau saya karena tadi lebih suka di rumah. Kadang-kadang kalau di rumah ya pasti kita ada keluarga atau pokoknya teman atau siapapun di rumah. Dan itu kadang-kadang ketika saya membaca kemudian mereka memanggil saya itu sangat mengganggu sebenarnya untuk saya. Karena itu bisa merusak konsentrasi saya ketika membaca dan membuat saya tidak nyaman dengan hal-hal seperti itu. mungkin gangguannya seperti itu saja, lingkungan dari luar seperti itu yang mengganggu saya saat membaca buku".*

S₅: *"Sebenarnya kalau kita bicara tentang hambatan, hambatan itu bisa hambatan eksternal dan internal. Kalau dari eksternal mungkin seperti, kebetulan saya kan kos-kosan, jadi cuma sendiri. Cuma mungkin distraksinya mungkin dari orang luar itu mereka ribut, jadi kedengaran dan saya terdistraksi untuk tidak fokus membaca. Dan juga bisa jadi smartphone yang ada di sekitar saya kan. Biasa kalau saya pakai aplikasi Blinkist untuk membaca dan otomatis kalau ada yang WA atau telepon tiba-tiba itu kan mendistraksi. Mendistraksi fokusnya untuk membaca. Kemudian kalau distraksi internal mungkin dari motivasi diri untuk apakah saya sedang bad mood atau tidak, apakah saya sedang semangat untuk membaca. Jadi ya mungkin itu sih bentuk-bentuk distraksi yang saya miliki untuk membaca".*

The Second Law: Make Reading Attractive

R: **Apakah Anda pernah bergabung dengan klub buku? Jika ya, apa dampakyang Anda rasakan, dan jika tidak pernah bergabung sama sekali, alasan apa yang membuat Anda tetap pada keputusan tersebut?**

S₁: *"Sebenarnya itu saya tidak pernah gabung di klub buku karena saya memang tidak tahu kalau ada klub yang semacam itu. makanya itu tidak pernah gabung".*

S₂: *"Baik, saya pernah bergabung dengan sebuah komunitas yang didirikan oleh teman saya yaitu Book Discussion yang dimana berasal dari fakultas ilmu politik dan teman-teman dari UNM. Itu sangat bermanfaat karena semua orang berbeda genre bacaannya sehingga ketika berkumpul mendiskusikan hasil bacaan itu membuat kita mendapatkan wawasan dan pengetahuan baru dari buku-buku yang berbeda".*

S₃: *"Tidak pernah gabung. Alasannya mungkin karena kurang suka bergaul dengan banyak orang, lebih suka sendiri. Jadi kayaknya lebih nyaman sendiri dari pada kumpul sama orang terus baca-baca buku".*

S₄: *"Kalau untuk klub buku sendiri itu saya sebenarnya tidak pernah ya, tapi saya pernah mengikuti duta bahasa. Dan kegiatannya duta bahasa ini memang mengutamakan literasi. Karena dalam duta bahasa itu memang kita diutamakan untuk menguasai bahasa asing, melestarikan bahasa daerah dan itu motif kita. Salah satu program-program mereka itu ada juga untuk literasi*

membaca, diperbanyak membaca karena emang masyarakat indonesia mungkin dalam hal ini literasi itu masih sangat kurang. Jadi kami duta bahasa atau anggota duta bahasa itu menggaungkan untuk mengutamakan literasi seperti itu".

S₅: *"Kebetulan kemarin, tahun kemarin, tahun 2023, saya pernah punya intens yang cukup besar tentang hal membaca. Salah satunya saya mencari link untuk grup membaca yang ada di Telegram. Jadi saya daftar, saya masuk di grup WhatsApp mereka. Klub bukunya itu Bookish, yang mana di situ anggotanya berasal dari beberapa daerah. Ada dari Jawa, Kalimantan, Sulawesi, dan sebagainya. Para readers yang profesional menurut saya. Dan di klub buku itu kami ditargetkan untuk setiap hari membaca buku. Jadi setelah membaca buku, kita setor judul bukunya dan kita sudah membaca beberapa halaman. Tapi sayangnya untuk klub buku tersebut, saya rasa kurang efisien di saya. Jadi saya sudah tidak terlalu aktif di klub buku tersebut".*

R: Apakah Anda memiliki teman yang juga senang membaca buku?

S₁: *"Iya punya dan juga teman saya itu sering mengoleksi novel-novel yang tentang motivasi ataupun tentang untuk menimbulkan rasa percaya diri".*

S₂: *"Ya, saya memiliki beberapa teman yang senang membaca buku, bahkan ketika ada seminar-seminar yang dihadiri oleh penulisnya langsung, kami datang di Gramedia atau di tempat lain".*

S₃: *"Sebenarnya, teman yang suka baca buku banyak. Cuman gak pernah kumpul gitu loh".*

S₄: *"Oke, kalau untuk teman saya sendiri punya keluarga. Dia sebetulnya keponakan saya yang juga sudah lulus kuliah, saat ini dia kuliah di unhas. Dia itu memiliki hobi membaca dan rata-rata buku yang dibaca memang juga sangat menarik untuk saya seperti psikologi, seperti itu. dan banyak hal, buku yang dibaca. Dia adalah salah satu keluarga yang menginspirasi saya untuk membaca. Seperti itu".*

S₅: *"Kalau bicara tentang teman yang senang membaca buku itu cukup banyak. Beberapa diantaranya punya interest di genre buku masing-masing. Jadi ada yang suka baca tentang genre fantasy. Kemudian tentang self-development, education, seperti metode penelitian dan lain-lain. Dan kebetulan ada satu orang teman saya. Beliau ini suka sekali berdiskusi mengenai buku yang telah beliau baca. Contohnya beliau suka tentang self-developsment. Jadi kita sering sharing tentang apa sih makna buku self-development ini, dan apa manfaatnya, dan apa istilah-istilah baru yang didapatkan, dan bagaimana kita sebagai manusia bisa menerapkan self-development itu secara positif dalam kehidupan sehari-hari. Mungkin cuma itu saja".*

R: Apakah kalian rutin melakukan diskusi buku bersama?

S₁: *"Sebenarnya sih tidak, karena buku yang sering diganti-ganti membaca atau novelnya yang sering diganti-ganti sehingga tidak pernah diskusi".*

S₂: *"Ya… untuk bersama-sama untuk jumlah yang banyak itu tidak. Tapi untuk 1, 2, atau 4 orang itu kami rutin di warkop. Jadi setiap malam ke warkop dan membawa buku bacaan".*

S₃: *"Pernah, beberapa kali kalau seumpamanya hangout. Terkadang ngasih saran buku ini tuh bagus, kok baca buku ini".*

S₄: *"Kalau untuk rutinnya tidak bisa saya bilang rutin karena kami juga ketemu jarang karena dia juga punya kesibukan sendiri dan saya juga punya kesibukan sendiri. jadi kami mungkin bisa sebulan sekali. Ketika ketemu, kami biasa membahas buku-buku yang dia sudah baca dan kadang-kadang karena dia yang lebih rajin membaca dari saya, dia menceritakan apa isi buku tersebut dan itu juga menginspirasi saya untuk membaca buku yang dia baca. Seperti itu".*

S₅: *"Kalau untuk rutin atau tidaknya, saya rasa cukup rutin ya. Karena setiap hari kita punya akses untuk berdiskusi melalui via telepon. Jadi ketika berdiskusi itu pasti kita menanyakan tentang tadi dengar podcast apa, tadi baca buku apa, kemudian tadi dapat info apa. Jadi salah satunya kita bahas buku. Jadi mungkin ya cukup rutin. Mungkin kalau untuk membahas buku dalam seminggu, biasa tiga kali pembahasan tentang buku melalui via telepon saja".*

R: **Seberapa penting keberadaan** *"book club"* **untuk menstimulasi kebiasaan membaca Anda?**

S₁: *"Sebenarnya sih penting untuk menimbulkan rasa…rasa apa ya? Ingin terus belajar. Karena kan sekarang itu sebagai mahasiswa itu sebenarnya bukan malas membaca. Cuman ada banyak gangguan sehingga terkadang saya malas membaca".*

S₂: *"Ya, sangat penting. Kalau dirange, pentingnya itu mungkin diangka 8 per 10".*

S₃: *"Kalau untuk saya, saya nggak tahu soalnya nggak pernah. Kalau untuk orang, mungkin yang suka melakukan kegiatan kelompok kayaknya cocok".*

S₄: *"Kalau menurut saya secara pribadi, sebenarnya klub buku itu sangat sangat membantu kita terutama orang-orang yang malas membaca dan itu lewat klub buku itu bisa memotivasi kita untuk bisa lebih mencintai atau membuat membaca buku itu sebagai suatu kebiasaanyang bisa membantu kita lebih menambah ilmu kita dan juga membantu kita dalam terutama public speaking. Itu sangat membantu dari kita banyak membaca buku karena itu menambah pengetahuan kita dan informasi kita sehingga ketika kita ingin berbicara itu kita bisa memiliki wawasan lebih luas. Seperti itu. dan menurut saya itu sangat penting, klub buku itu".*

S₅: *"Kalau kita berbicara tentang book club, sebenarnya itu sangat penting untuk menstimulasi, karena kita memperoleh motivasi positif dari teman-teman readers yang lain, yang juga sangat suka membaca buku. Tapi secara pribadi, book club bagi saya kurang efisien, karena mungkin ketika saya ingin konsisten membaca buku, atau menyetor jumlah halaman dan judul buku yang sudah saya baca, biasa saya terganggu karena rutinitas yang kebetulan cukup padat, jadi tidak terlalu mempunyai banyak waktu untuk*

membaca. Jadi ya saya agak kurang konsisen di book club tersebut. Jadi mungkin efisiennya adalah ketika saya membuka hp, karena setiap hari membuka hp kan rutinitas yang wajib untuk membuka hp, jadi lebih banyak ter-develop kebiasaan membacanya dari membuka hp, seperti mempunyai aplikasi Blinkist, atau tidak membaca kutipan-kutipan orang di instagram".

The Third Law: Make Reading Easy

R: Berapa banyak buku yang Anda baca dalam sepekan?

S_1: *"Jarang banget membaca buku dalam sepekan kecuali tentang materi-materi saya, tentang yang terkait dengan mata kuliah saya".*

S_2: *"Ya, sepekan mungkin tidak sampai satu. Saya menargetkan itu per bulan, per bulan satu buku".*

S_3: *"Dalam sepekan baca buku kadang tiga. Kalau rutin sampai habis. Tapi kalau nggak…satu saja".*

S_4: *"Kalau untuk sepekan ya, jujur saya itu orangnya yang ada di level tingkat membaca yang belum terlalu bagus menurut saya ini secara pribadi, jadi otomatis saya juga membacanya butuh waktu untuk bisa menghabiskan satu buah buku dan mungkin untuk satu bulan ini saya baru sementara membaca satu buku dan belum selesai karena ya itu tadi saya bilang, saya juga ada beberapa banyak kesibukan selain mengajar, ada kegiatan juga yang lainnya, jadi kadang-kadang mungkin untuk menyisihkan waktu membaca buku itu saya mungkin perlu mengatur lebih baik untuk kedepannya dan mungkin itu untuk selama sebulan ini saya baru bisa membaca satu buku, seperti itu".*

S_5: *"Aduh, kalau untuk banyak atau tidaknya tergantung dari mood, ya. Jadi kalau untuk dalam sepekan mungkin setengah buku, tidak cukup satu buku. Dalam sepekan baru seminggu, ya mungkin paling banyak setengah bukunya. Jadi saya belum pernah menamatkan satu buku dalam sepekan. Tapi saya cukup rutin sih membaca dan punya target untuk membaca. Tapi mungkin untuk menamatkan satu buku dalam sepekan, mungkin akan menjadi challenge tersendiri kedepannya yang akan saya usahakan".*

R: Berapa lama Anda menghabiskan waktu tiap kali membaca buku?

S_1: *"Paling lama itu dua jam".*

S_2: *"Ya, tergantung saya membaca buku apa. Kalau novel, saya habiskan satu atau dua hari. kalau buku-buku teori, saya habiskan antara dua pekan atau sampai satu bulan".*

S_3: *"Kalau lagi senggang, biasanya sampai lima jam pun bisa. Dari pagi sampai malam juga bisa buat namatin satu buku. Tapi kalau sedang tidak mood buat baca, terkadang baca dua halaman sudah ditinggalin".*

S_4: *"Salah satu juga kendala saya dalam membaca buku yaitu memahami setiap kalimat dalam bacaan tersebut. Jadi saya membutuhkan kadang-kadang rata-rata 1-2 jam lebih untuk membaca satu buku tapi bukan untuk*

menghabiskan satu buku tersebut, tapi satu topik dalam setiap buku. Jadi sekitar satu tergantung dari ketebalan buku dan seberapa penggunaan bahasa dalam buku tersebut. Tapi bisa diperkirakan 1-2 jam dalam sehari untuk menghabiskan waktu dalam membaca buku. Seperti itu".

S₅: *"Kebetulan saya dulu pernah buat jadwal membaca buku, dan sampai sekarang mungkin kalau saya untuk membaca buku itu kurang lebih 20 menit. Biasanya 20 menit untuk membaca buku, membaca beberapa halaman. Ya mungkin sekitar segitu".*

R: Apakah Anda memiliki target khusus dalam membaca buku? (Misalnya "*read one book each week*")

S₁: *"Sebenarnya sih punya target untuk membaca buku. Tapi bukunya itu belum sempat dimiliki, maksudnya belum sempat kebeli, masih jadi wishlist".*

S₂: *"Iya ada, saya memiliki target. Misal bulan ini saya harus baca buku ini. Kalaupun tidak tamat, minimal saya ada pelajaran yang saya ambil dari buku ini".*

S₃: *"Gak punya target sih. Soalnya, ya tergantung waktunya. Kalau ada waktu baca. Tapi kalau tidak, ya nggak".*

S₄: *"Kalau target khusus, sebenarnya awal saya membaca, saya punya target. Cuman seiring berjalannya waktu karena kesibukan, jadi target saya itu molor. Awal targetnya itu paling tidak satu minggu itu saya bisa menyelesaikan satu topik dalam buku tersebut. Tapi karena kesibukan saya dan saya mungkin masih kurang dalam mengatur jadwal saya, jadi saya mungkin sekarang 2 minggu baru bisa selesai satu topik, agak molor sedikit dari jadwal yang saya jadwalkan".*

S₅: *"Kalau target khusus untuk membaca buku sih sebenarnya ada. Cuman melihat dari rutinitas yang ada, sepertinya harus cari celah waktu yang tepat kapan saya merasa nyaman untuk membaca buku. Karena percuma saya membaca tapi saya tidak memahami isi buku tersebut. Jadi mungkin target khusus saat ini dalam sehari, minimal saya harus membaca 20 halaman buku yang saya punya. Dimulai dari buku yang saya koleksi, diluar dari buku-buku yang ada di handphone maupun di perpustakaan".*

R: Medium manakah yang lebih efektif dalam meningkatkan kebiasaan membaca Anda, *audiobooks* atau *textbooks*?

S₁: *"Kalau menurut saya sih lebih baik textbooks ya. Karena kenapa, kalau audiobooks itu kita tidak mendapatkan feel apa yang kita baca, sedangkan kalau textbook itu kita lebih merasakan feel apa yang kita baca".*

S₂: *"Ya, saya lebih memilih text books".*

S₃: *"Maksudnya tuh lebih suka baca yang digital dari pada yang bentuk fisiknya. Soalnya kalau bentuk fisik, itu kayaknya rempong gak sih dibawa ke mana-mana. Kalau dalam bentuk digital kan satu hp orang juga pegang, everyday pegang hp jadi kayaknya lebih mudah baca buku versi online dari pada yang bentuk fisik".*

S₄: *"Kalau saya secara pribadi, saya lebih menyukai textbooks karena kalau*

audiobook itu saya kurang nyaman dan saya kurang dapat feelnya dalam membaca buku karena kalau audio ya seperti audio kan dan saya lebih senangnya membaca langsung, itu lebih membuat saya cepat memahami apa isi buku tersebut. Lebih mudah bagi saya untuk memahami isi buku tersebut, seperti itu".

S₅: *"Saya rasa keduanya seimbang, ya. Jadi sama-sama efektif. Karena saya suka sesuatu yang baru atau saya kurang suka sesuatu yang monoton. Jadi ketika saya sedang tidak mood untuk membaca melalui text, bukunya secara fisik, mungkin saya lebih senang membaca audiobook yang ada di handphone saya. Tapi ketika saya cuma mau mendengarkan musik, dan ini lagi ingin santai saja, jadi biasa saya pakai bukunya saja yang saya baca textnya. Tapi mostly saya membaca buku itu di textbook, bukan audiobook. Tapi saya suka kedua hal itu ya, textbook dan audiobooks".*

The Fourth Law: Make Reading Satisfying

R: Genre buku apa yang membuat Anda bersemangat?

S₁: *"Genre bukunya sih seperti novel-novel yang banyak memberikan motivasi untuk kita banyak memberikan sebuah inspirasi bagi kita juga agar lebih bermanfaat untuk diri sendiri".*

S₂: *"Genre buku yang saya suka itu fiksi, yang lebih ke apa ya…seperti petualangan, genre-genre pertarungan, detektif".*

S₃: *"Genre buku fantasi, kemudian action, dan kemudian kriminal, sama yang dark romance".*

S₄: *"Genre buku yang membuat saya bersemangat itu seperti self-development, motivasi untuk diri sendiri, bagaimana membangun karakter yang baik, kemudian bagaimana menghadapi situasi yang membuat saya bisa tenang menghadapi segala situasi. Seperti itu. Yang membuat saya bisa meningkatkan value-value diri saya atau upgrade diri saya. Seperti itu. Yang memberikan peningkatan atau motivasi dalam diri saya. Seperti itu genre-genre yang saya baca, yang saya lebih dominan untuk baca atau minati".*

S₅: *"Untuk buku-buku yang membuat saya bersemangat, salah satunya adalah self-development. Sebagai anak muda yang saat ini memiliki banyak isu di sekitar, contohnya mental health dan sebagainya. Sepertinya self-development adalah bacaan yang tepat untuk saya, ya. Karena dari membaca buku self-development, kita bisa mempelajari hal-hal seperti mental health, psychology, how to socialize with others, how to become a positive introverted person, or extroverted person. We cannot judge someone by its cover. Everything about people we learn in self-development is not just about ourselves, tapi tentang bagaimana kita bisa memahami orang lain. How we can understand people. Jadi self-development itu bacaan yang sangat menarik karena memberikan energi positif ketika membaca hal-hal yang positif. Karena apapun yang kita baca, biasa akan menjadi afirmasi positif*

untuk hidup kita sendiri. Jadi berhati-hati ketika membaca, karena membaca itu adalah power yang cukup kuat untuk membentuk diri kita ke depannya".

R: Buku apa yang berharga atau memiliki dampak besar dalam mempengaruhi hidup Anda?

S₁: *"Sebenarnya semua buku berharga sih, tergantung bagaimana cara kita memaknai buku itu".*

S₂: *"Kalau saya, ingin merekomendasikan buku, pertama, buku karya Tere Liye, judulnya Tentang Kamu. Terus, karya Andrea Hirata yaitu Padang Bulan dan Cinta Dalam Gelas".*

S₃: *"Buku apa ya? Gak tahu buku apa. Soalnya gak pernah yang…sampai…buku apa ya? Aku lupa judulnya. Ada satu buku yang isinya kebanyakan plotwist dan banyak berpikir. Kayaknya itu memang real buat kehidupan. Tapi aku lupa judulnya".*

S₄: *"Buku yang paling berdampak secara pribadi, tentunya buku mengenai agama, yaitu agama saya, seperti Alkitab, itu memberikan dampak paling besar dalam hidup saya karena tentunya dalam setiap agama memiliki ajaran atau kitabnya masing-masing dan saya rasa pasti semua juga akan merasakan dampak positif dari setiap bacaan dalam kitab yang mereka yakini, dan itu bagi saya Alkitab, karena memang dari situ saya bisa menggunakan atau mengaplikasikan ajaran-ajaran dalam kehidupan saya sehari-hari. Jadi itu sangat-sangat memberikan dampak buat kehidupan saya".*

S₅: *"Kalau untuk penulisnya, itu dari Ahmad Rifai Rif'an dengan judul buku yaitu Hidup Sekali Berarti Lalu Mati. Kenapa buku ini cukup memberikan dampak yang besar bagi hidup saya? Karena ketika menjalani keseharian sebagai seorang mahasiswa, banyak hal yang membuat saya kurang disiplin dan kurang konsisten untuk tujuan-tujuan saya ke depannya. Tapi setelah membaca buku ini, mungkin cukup lebih belajar untuk menjadi seseorang yang konsisten, karena di dalam buku ini ada sebuah kutipan tentang patuhi mantramu. Karena apapun yang kamu miliki, apapun afirmasi yang kamu miliki, maka kamu wajib mematuhi afirmasi tersebut. Contohnya, afirmasinya adalah saya sering menulis di tembok kamar saya, contohnya, tahun ini saya akan menjadi manusia yang lebih produktif dan selalu berpikir positif. Jadi, apa yang saya baca itu yang meng-afirmasi saya untuk kehidupan saya sehari-hari sebagai seorang mahasiswa. Jadi, apapun yang kita tulis, apapun afirmasi kita, itu sebenarnya yang membuat kita bertumbuh. Jadi, hal-hal positif yang kita tulis, yang kita patuhi, mantranya itu yang membuat kita bekerja seperti apa yang kita tulis. Jadi saya sangat menyukai buku dari Ahmad Rifai Rif'an".*

R: Bagaimana Anda mengatasi rasa malas untuk membaca buku?

S₁: *"Mengatasinya sih mencari tempat yang bikin nyaman untuk membaca buku dan juga mencari buku yang betul-betul menarik untuk membacanya".*

S₂: *"Untuk mengatasi, kadang saya merasa bosannya kalau saya tidak membaca*

buku bulan ini atau pekan ini, saya merasa pengetahuan saya stagnan. Jadi untuk mengatasinya, saya harus membaca beberapa lembar dari buku itu".

S₃: *"Rasa malas? Gak tahu gimana cara mengatasi rasa malas. Kayak, ya...langsung aja gitu baca".*

S₄: *"Kalau rasa malas, pertama saya mulai dengan pemilihan buku. Ketika saya memilih buku sesuai dengan minat baca saya, otomatis itu akan mengurangi kemalasan saya untuk membaca. Kemudian yang kedua, saya coba mencari topik yang benar-benar saya butuhkan untuk pengembangan diri saya. Jadi dari kebutuhan itu, saya otomatis akan tertarik dengan membaca buku itu sendiri tanpa harus saya bersusah-susah untuk membangkitkan motivasi saya. Tapi karena memang itu suatu kebutuhan untuk saya, jadi otomatis mau tidak mau, saya akan membaca buku itu untuk meningkatkan kehidupan saya atau karakter saya atau apapun yang bisa membangun hidup saya menjadi lebih baik".*

S₅: *"Aduh, kalau kita berbicara rasa malas, ya semua orang mungkin akan punya rasa malas, termasuk saya sendiri. Cuman, cara menghadapi rasa malas itu adalah mungkin dengan membuat suasana membaca buku itu lebih menyenangkan. Contohnya, membaca buku sambil mendengarkan your favorite music, atau tidak memakan cemilan favorit kalian, atau tidak mendatangi cafe yang kalian sukai, sambil membaca buku dengan suasana cafe di sekitarnya, atau bisa saja dengan memotivasii dari dalam diri bahwa ini saya memiliki target loh, jadi saya harus rajin baca bukunya, karena saya punya target seperti ini. jadi, mungkin hal-hal eksternal maupun internal yang berbentuk hal positif akan menghalang hal-hal negatif seperti rasa malas untuk membaca buku".*

R: **Bagaimana Anda menjaga konsistensi kebiasaan membaca yang telah Anda ciptakan?**

S₁: *"Untuk menjaganya, yang pertama itu kita harus mempunyai jadwalnya tersendiri. Misalnya, hari ini mau baca buku ini. terus kita harus membiasakan hal itu agar kita lebih....agar ilmu kita tuh lebih baik".*

S₂: *"Untuk menjaga konsistensi kebiasaan membaca, saya selalu menyimpan satu buku di tas saya dan saya harus membawanya ke mana pun. Jadi, kalaupun tidak membaca, minimal saya membawa bukunya. Jadi, kalau kita tidak membawa buku, pasti kita tidak membaca. Tapi kalau kita membawa buku, sebenarnya ada kemungkinan kita untuk membacanya".*

S₃: *"Itu kayak harus rutin begitu. Kadang tuh kan ada notifnya kalau buku ini tuh update baca. Kan penasaran gitu kan selanjutnya gimana. Jadi, notifikasinya tuh diaktifin, setiap penulis tuh notifikasinya diaktifin. Jadi kalau notifnya masuk, ya baca lagi".*

S₄: *"Untuk membangun konsistensi itu, mungkin saya lebih ke mencoba untuk memberikan jadwal. Kadang-kadang juga memberikan alarm atau pengingat bahwa ini jadwal baca buku saya jam sekian. Jadi saya memasang alarm sebagai pengingat untuk saya bisa tetap konsisten dengan jadwal baca saya meskipun kadang ada sedikit waktu kadang saya harus keluar karena*

memang kesibukan saya tidak bisa tinggalkan. Tapi tetap saya ganti dengan hari-hari lain seperti itu".

S₅: *"Cara menjaganya adalah dengan, seperti yang tadi saya katakan, bahwa konsistensi itu adalah hal-hal yang sudah kita buat dan harus kita patuhi, bagaimana ya. Jadi, cara menjaga konsistensinya adalah dengan disiplin terhadap diri sendiri, jadi jangan terdistraksi dengan mudah tapi lakukan hal-hal yang sudah kalian targetkan. Jadi, konsistensinya mungkin hari ini saya harus wajib membaca 20 buku. Jadi, ketika mungkin beberapa minggu kita sudah konsisten untuk wajib membaca buku, sekian halaman, minimal 20 halaman per hari, itu akan menjadi suatu kebiasaan yang baik ke depannya, karena disiplin itu supaya dibangun dan dipaksakan. Jadi, dari kesadaran diri, your own awareness, seperti itu".*

Appendix 3

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
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Nim : 105351113617

Program Studi : Pendidikan Bahasa Inggris

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Perihal : Pengantar Penelitian

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Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Desy Marianda Arwinda
Stambuk : 105351113617
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Bantaeng / 20-12-1999
Alamat : Jln. Prof. Fachruddin No. 10, Sudiang Raya, Makassar, Sulawesi Selatan

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Identity-Based Habits Laws to Analyze The Students' Reading Habits at Universitas Muhammadiyah Makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
11 Mei 2024 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Appendix 5

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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            Makassar

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Nama   : **DESY MARIANDA ARWINDA**
No. Stambuk : **10535 1113617**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

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Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

05-24

Appendix 6

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KONTROL PELAKSANAAN PENELITIAN

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NIM : **10535113617**
Judul Penelitian : **The Identity-Based Habits Laws to Analyze The Students' Reading Habits at Universitas Muhammadiyah Makassar**
Tanggal Ujian Proposal : **5 Desember 2023**
Tempat/Lokasi Penelitian : **Perpustakaan Pusat Universitas Muhammadiyah Makassar**

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2	Jumat, 17 Mei 2024	Wawancara Narasumber 1	Nursinah, S. Hum., M.I.P.	
3	Jumat, 17 Mei 2024	Wawancara Narasumber 2	Heni indarYani	
4	Jumat, 17 Mei 2024	Wawancara Narasumber 3	Nur Syamsir putri Abd. Hafid	
5	Senin, 20 Mei 2024	Wawancara Narasumber 4	METY TODINGAN	
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Makassar, 22 Mei 2024

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala UPT-Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar

S. Hum., M.I.P.
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Appendix 7

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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SURAT KETERANGAN
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Yang bertanda tangan dibawah ini adalah Kepala UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar menerangkan dengan sesungguhnya bahwa:

Nama : **DESY MARIANDA ARWINDA**
No. Stambuk : 10535 1113617
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggeris

Telah mellaksanakan Penelitian di UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar tanggal 17 Mei Maret 2023 s/d 17 Juni 2024 yang berjudul :

"The Identity- Base Habits Law To Analize The Student's Reading Habits at Unuiversity Muhammadiyah Makassar"

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya

Makassar, 22 Mei 2024
Kepala UPT

Nursinah, S.Hum M.I.P.
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Appendix 8

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Kepada Yth.
Desy Marianda Arwinda, St Asriati Am, Ariana
arwindadesymarianda@gmail.com
PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS MUHAMMADIYAH MAKASSAR, SULAWESI SELATAN

Assalamu'alaikum Warahmatullaahi Wabarakaatuh

Dengan hormat kami sampaikan bahwa tim redaktur telah menerima artikel **ID 5216** yang berjudul **"THE IDENTITY-BASED HABITS LAWS TO ANALYZE THE STUDENTS' READING HABITS AT UNIVERSITAS MUHAMMADIYAH MAKASSAR"** dan dinyatakan layak diterbitkan pada Jurnal Ideas Bulan **December 2024, Volume 12 Nomor 2.**

Demikian penyampaian ini, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullaahi Wabarakaatuh

Palopo, 6 Juli 2024
Tim Redaksi

Cek Status Naskah

Dr. Masruddin., SS., M.Hum.
NIP. 19800613 200501 1 005

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CURRICULUM VITAE

Desy Marianda Arwinda was born on December, 20th 1999 in Bantaeng, South Sulawesi. She has one brother and one sister. She is the last daughter from the marriage of her parents, Ince Muliati Kusuma Ningsih Daeng Putri and Baharuddin, S, S. Pd.

She began her education at SDN 49 Erasaya in 2005 and graduated in 2011. She continued her studies at SMPN 2 Gantarangkeke and graduated in 2014, and then she continued her studies at SMAN 3 Bantaeng and graduated in 2017. She enrolled in the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar in 2017. She could finish her study in 2024 with the thesis under the title *"The Identity-Based Habits Laws to Analyze The Students' Reading Habits at Universitas Muhammadiyah Makassar".*